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AUTHOR Sistrunk, Walter E.; Sistrunk, Patricia D.
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ABSTRACT

This study was conducted, using the Supervisory Behavior Description Questionnaire (SBDQ) Form 1, to determine if there were significant differences in the supervisory behaviors of secondary school principals, secondary vocational directors, and community college academic deans as these supervisory behaviors were perceived by the teachers in these institutions. Researchers sought to determine whether significant differences existed among the three groups' perceptions of supervisory behavior as revealed by: (1) responses to any of eight subscale scores; and (2) responses to the SBDQ, Form 1, total score or any of the three dimensional scores. The research population consisted of all Mississippi public senior high school language, social studies, mathematics, and science teachers; all Mississippi secondary vocation center academic, trade, and remedial teachers; and instructors of language, social studies, mathematics, and science in 16 Mississippi junior colleges. Data analysis showed that principals, vocational center directors, and community college deans engage in many dissimilar supervisory behaviors, at least as these behaviors are perceived by their teachers. Findings are summarized in the text and in 11 statistical tables. (LMO)

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SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS PERCEPTIONS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SUPERVISORY BEHAVIOR DESCRIPTION QUESTIONNAIRE, FORM 1

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By
Walter E. Sistrunk
Professor of Educational Leadership
Mississippi State University
and
Patricia D. Sistrunk
Instructor
Itawamba Junior College

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INTRODUCTION

This study is one of a series of research studies which have investigated the behaviors of supervisors as self perceived and as perceived by teachers under the supervision of various kinds of supervisors. The first study in the series was completed in 1980. It was reported at the Mississippi Inter-University Seminar on Educational Administration in April 1981. The second study was reported at the National Council of Professors of Educational Administration in Seattle, Washington in August 1981. Two additional studies were reported at the annual Mid-South Educational Research Association conference in Lexington, Kentucky in November, 1981. A summary of all the research done with the SBDQ, to that date, was presented at the NCPEA conference at Southwest Texas State University in August 1982. A more complete summary of the research to date was presented at the annual conference of the Southern Regional Conference on Educational Administration in Atlanta, Georgia in November 1982. Additional presentations have been made each year since at MSERA and at NCPEA. Most of these research reports, presented by Walter Sistrunk, have been accepted by ERIC and thus are available from ERIC.

Rebecca Love Bowen (Wilkes) studied "Supervisory Behaviors of Secondary Vocational-Technical Center Directors As Self-Perceived and As Perceived By Selected Faculty Members." The results of her study were reported at MSERA in 1982. This study is in ERIC and in Dissertation Abstracts. Patricia D. Sistrunk studied "The Relationship Between Mississippi Public Junior College Instructors' Perceptions of Supervisory Behavior and Their Perceived Levels Of Job Satisfaction." The results of her study were reported at MSERA in 1983. Her study is

available from Dissertation Abstracts and from ERIC. Timothy Paul Vivian studied "The Relationship Between Perceived Leadership Style, Size Of School And Non-Instructional Time On Teacher Job Satisfaction" at the University of South Carolina in 1983. His results are available in Dissertation Abstracts. Richard Lee Blackbourn studied "The Relationship Between Teachers' Perceptions Of Supervisory Behaviors and Their Attitudes Toward a Post-Evaluative Conference" in 1982. The results of his study were presented at MSERA in 1983. These data are available from ERIC. Njeri Ngugi studied " The Relationships Between Mississippi Public Senior High School Principals' Perceptions Of Their Actual Supervisory Behaviors And Teachers' Perceptions Of Actual And Preferred Principals' Supervisory Behaviors" in 1984. The results of her study were presented at NCPEA in August 1984. These results are available from Dissertation Abstracts or from ERIC. Khosit Intawongse investigated the supervisory behaviors of adult education supervisors in Thailand, as self perceived, and as perceived by those whom they supervised. His study was completed in 1985 and is available from Dissertation Abstracts. All of these studies used Form I of the SBDQ except those of Blackbourn and Intawongse. They both used Form 2. Form 1 of the SBDQ is an ordinal type of instrument whereas Form 2 is a semantic differential. The writers are indebted to each of the foregoing researchers for permission to use their data.

THE SUPERVISORY BEHAVIOR DESCRIPTION QUESTIONNAIRE

The literature in the field of supervison of instruction is characterized, for the most part, by lack of a solid theoretical basis, lack of a well researched data base, and by lack of agreement among the experts in the field. These problems began with the earliest

writings in the field of supervision in the early part of this century and it is just as characteristic today as ever. There is almost as much confusion about supervision as there is about instruction. In fact, it is difficult for a discerning reader to determine when most writers are discussing curriculum and when they are writing about instruction. It should not, therefore, be shocking or surprising, that there is so little really solid theory or research about supervision of instruction. It is difficult to study or discuss supervision of instruction intelligently if one does not have and use a working definition of instruction and one of curriculum.

The writer first became intrigued by these matters more than 20 years ago when a student in the classes of the legendary Kimball Wiles. Wiles was one of the most lucid writers on the subject we have ever had, yet his writings reflect lack of clear mental images of the differences between instruction and curriculum. His writings also revealed the usual ambiguities about the appropriate roles of instructional supervisors. Continuing interest in those supervisory behaviors which are most effective in improving instruction and in developing a more effective curriculum led the presenter to an in-depth search of the literature for more viable theories of supervision and for a more solid research basis for supervision. Few of either were found. However, the ten tasks of supervision long listed by Ben Harris seemed to make sense. Thus, these task areas, somewhat truncated, became the basis of the subscales of the SBDQ. Thomas Sergiovanni's adaptations of the theory of motivation of Frederick Herzberg also seemed to offer some promise. Therefore, his work became the basis for the adjective descriptors used in Form 2 of

the SBDQ. Trial runs of the SBDQ revealed the fact that it yields the dimensions of direction, collaboration, and nondirection. Work with the SBDQ has led the presenter to the tentative conclusion that Herzberg's two factor theory of motivation is trending in the correct direction but that there are other factors in what motivates a teacher or what makes them satisfied. It has not been determined how many of these factors there are, probably two, and they have not been given a name. At present, they are simply being called ambient factors since they are motivating to some people and merely satisfying to others.

The first step in the development of both forms of the SBDQ was a thorough search of the literature to determine the task areas most common in supervision and the behaviors supervisors engage in order to perform each task. Harris' ten task areas served as a beginning. Two other task areas were added from other sources. These 12 task areas were presented to eight experts in the field of supervision. They reduced the number of tasks to eight. These eight task areas are the basis of the eight subscales of the SBDQ. The literature was also examined to determine the behaviors which supervisors commonly use to achieve each of the supervisory tasks. Over 300 supervisory behaviors were identified. A modified Delphi technique was used to reduce this number to 132 behaviors. Each of these 132 supervisory behaviors was then assigned to one of the subscales of the SBDQ. Each of these behaviors was then stated in three ways: (1) very directive; (2) collaborative; (3) nondirective. These three types of statements were to become the basis of the three dimensions of the SBDQ and the three dimensions of each of the subscales of it. Form 1 of the SBDQ uses these dimensional statements in an ordinal way. Form 2 of the SBDQ

uses each dimensional statement as a discrete item and submits each item to three pairs of adjective descriptors: pleasant / unpleasant, satisfying / dissatisfying, and motivating / nonmotivating.

Form 1 was administered to 107 subjects along with the California F scale. Form 2 was administered to 60 subjects along with the Tennessee Self-Concept Scale. These procedures revealed a high level of internal consistency for each Form of the SBDQ and the two forms correlated very highly with each other. Experience garnered in these original field tests of the SBDQ revealed a need to reduce the number of items. A decision was made to delete any item not accounting for 25 percent or more of the difference. The data were rerun. Slightly lower alpha coefficients were obtained but they were still quite high.

Both forms of the SBDQ were administered to 104 subjects in 1981. These 104 subjects also completed both the California F Scale and the Tennessee Self-Concept Scale. The two forms correlated with each other at the .99 level.

Content validity was established for both forms of the SBDQ through their firm basis in the theoretical foundations of motivation, satisfaction, and supervision. Construct validity was developed through use of factor analysis of each form. This has been done four times. Criterion related validity was established through canonical correlation of the two forms of the SBDQ with each other and through correlations with the Californias F Scale, the Tennessee Self-Concept Scale, and the Purdue Teacher Opinionaire, and the use of appropriate demographic variables. The original reliability data are depicted in Table 1 of the appendix. Better reliability data for some subscales have been developed by Ngugi and Intawongse. (Put Table 1 about here)

The SBDQ, Form 1, was used in this study. It is an ordinal type instrument which yields: a total score, three dimensional scores, eight subscale scores, and three dimensional scores within each subscale.

THE PROBLEM

The problem was to determine if there were significant differences in the supervisory behaviors of secondary school principals, secondary vocational directors, and community college academic deans as these supervisory behaviors were perceived by the teachers in these institutions.

As a means of structuring the problem answers were sought to the following research questions:

1. Will there be significant differences among the three groups perceptions of supervisory behavior as revealed by responses to any of the eight subscale scores?

2. Will there be significant differences among the three groups perceptions of supervisory behavior as revealed by their responses to the SBDQ , Form 1, total score, or any of the three dimensional scores?

THE POPULATION AND SAMPLE

The population consisted of all Mississippi public senior high school language, social studies, mathematics, and science teachers. The population also included all Mississippi secondary vocational center academic, trade, and remedial teachers.The junior college portion of the population included all of the language, social

studies, mathematics, and science academic instructors employed full time in the 16 public junior colleges of Mississippi.

Those teachers polled included: 520 secondary teachers in 130 Mississippi public senior high schools, 166 secondary vocational teachers employed in 69 secondary vocational / technical centers, and 729 full time academic instructors employed in 16 Mississippi public junior colleges.

Fifty-three percent of the secondary academic teachers responded (275); 77 percent of the secondary vocational /technical teachers responded (123); and, 69 percent of the public junior college instructors responded (456). Thus, there were 854 usable teacher responses included in this study. Data were collected from 983 respondents but some were not used in this study because they were supervisors. Table 2 , shown in the appendix, depicts the total number of persons sampled and the total number of responses by category.

(Put Table 2 about here)

FINDINGS

Examination of the data depicted in Table 3 of the appendix shows that when Subscale 1, CURRICULUM DEVELOPMENT, of the SBDQ was considered vocational/technical teachers perceived more nondirection than either secondary or community college teachers. When the dimensions of Subscale 1 were considered it was found that the vocational teachers perceived more direction than secondary teachers. No significant difference was observed on the collaborative dimension. Secondary teachers perceived more nondirection than either vocational or community college teachers. These data are shown in Table 3.

(Put Table 3 about here)

There were significant differences between all three groups of teachers on Subscale 2, ORGANIZING FOR INSTRUCTION. Community college teachers perceived more direction than secondary teachers. Community college teachers and vocational teachers perceived more collaboration on this subscale than secondary teachers. Secondary teachers perceived more nondirection than vocational teachers and they in turn perceived more nondirection than community college teachers. These data are shown in Table 4 in the appendix. (Put Table 4 about here).

There were significant differences between all three groups of teachers on Subscale 3, STAFFING. Community college teachers perceived more direction than secondary teachers. Both vocational and secondary teachers perceived more collaboration than community college teachers perceived. Secondary teachers perceived more nondirection than vocational teachers perceived who, in turn, perceived more nondirection than community college teachers. These data are shown in Table 5 in the appendix. (Put Table 5 about here).

The data depicted in Table 6 show that there were significant differences on the nondirective dimension of Subscale 4, PROVIDING MATERIALS AND FACILITIES. On this subscale secondary teachers perceived more nondirection than either vocational or community college teachers. There were no significant differences in the perceptions of the two latter groups.(Put Table 6 about here).

There were significant differences in the perceptions of the groups on the directive and the nondirective dimensions of Subscale 5, FACULTY DEVELOPMENT. Vocational teachers perceived more direction than either community college or secondary teachers on this subscale.

Secondary teachers perceived more nondirection than vocational teachers and they also perceived more nondirection than community college teachers on this subscale. (Put Table 7 about here).

There were significant differences between the groups on all three dimensinons of Subscale 6, COORDINATION OF SPECIAL STUDENT SERVICES. Secondary teachers perceived more direction than community college teachers in the task area of special student services. Community college teachers perceived more collaboration than secondary teachers. Both vocational and secondary teachers perceived less nondirection on special student services than did community college teachers. (Put Table 8 about here).

The data shown in Table 9 reveal significant differences between all groups on Subscale 7, SCHOOL - COMMUNITY RELATIONS. Secondary teachers perceived more direction than vocational teachers or community college teachers in the area of school community relations. Community college teachers perceived more collaboration than secondary teachers on this subscale. Both secondary and vocational teachers perceived more nondirection than community college teachers in the task area of school community relations. (Put Table 9 about here).

The groups differed in their perceptions of the directive and the collaborative dimensions of Subscale 8, EVALUATION OF INSTRUCTION AND INSTRUCTORS, as revealed in Table 10. Secondary teachers perceived more direction than either community college or vocational teachers on the subscale of evaluation of instruction. Vocational teachers perceived more collaboration than community college teachers who, in turn, perceived more than secondary teachers on the instructional evaluation subscale.(Put Table 10 about here).

When the total score of the SBDQ was considered there was no difference in the groups perceptions of the directive dimension. There were differences on both the collaborative and the nondirective dimensions of the total score. Vocational teachers perceived more collaboration than secondary teachers. Both vocational and secondary teachers perceived more nondirection than community college teachers on the total score. (Put Table 11 about here).

CONCLUSIONS

It would appear from examination of the data collected and analyzed in this study that principals, vocational center directors, and community college deans engage in many dissimilar supervisory behaviors, at least as these behaviors are perceived by their teachers. It also appears that teachers perceive the behaviors of their supervisors quite differently in the various task ares of supervision. In general the findings of this study agree with those of previous studies which used either version of the SBDQ or the STDBQ. In other words, while differences were observed in the differnt types of institution, there were still many similarities in supervisory behavior as perceived by the teachers in the three types of institution.

RECOMMENDATIONS

There is a need for studies of the kinds of supervisory behavior which teachers prefer.

There is a need for studies of how much of the actual behavior of supervisors is their choice and how much is required by law, custom, board policy, or bureaucratic necessity.

There is need for indepth studies of the kinds of supervisory behavior which teachers find motivating, if any.

Teachers appear to assume that motivation and satisfaction are essentially the same thing; this needs investigating.

It might be worthwhile to investigate the relationships between clinical supervision and each of the dimensions of supervision as revealed by responses to the SBDQ.

Further investigation of the ambient factor(s) of supervision is needed.

Every study of supervision using the SBDQ has revealed differences in both the perceptions of actual supervisory behavior and in preferences for the dimensions of supervision when race or sex of the respondents were considered as variables; this needs further investigation.

APPENDIX

TABLE 1

DESCRIPTION OF SUBJECTS PARTICIPATING IN THE STUDY

Level of Teaching	Number in Sample	Number of Respondents
Secondary	650	346
Vocational	235	181
Community College	729	456
TOTAL	1614	983

TABLE 2

SBDQ, FORM 1 ALPHA COEFFICIENTS

Subscales	
Subscale 1 - Curriculum Development	.93
Subscale 2 - Instructional Organization	.89
Subscale 3 - Staffing	.84
Subscale 4 - Providing Materials and Facilities	.90
Subscale 5 - Staff Development	.94
Subscale 6 - Special Student Services	.93
Subscale 7 - Developing Community Relations	.90
Subscale 8 - Evaluation of Instruction	.94
Dimension 1 - Directive	.92
Dimension 2 - Collaborative	.93
Dimension 3 - Nondirective	.89
Total Score SBDQ, Form 1	.99

TABLE 3

COMPARISON OF THE PERCEPTIONS OF SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SBDQ, SUBSCALE 1-CURRICULUM DEVELOPMENT

SBDQ Dimensions	Secondary Teachers		Vocational Teachers		Community College Teachers		
	X	SD	X	SD	X	SD	F
Directive	.67	1.02	.92	1.05	.81	1.13	3.72*
Collaborative	2.15	1.78	2.32	1.58	2.35	1.74	1.68
Nondirective	2.14	1.64	1 63	1.73	1.11	1.41	47.00*
Overall							24.26*

Subscale 1 - Results of Scheffe Test

Dimensions	
Directive	Vocational > Secondary
Collaborative	Not Significant
Nondirective	Secondary > Vocational > Community College

TABLE 4

COMPARISON OF THE PERCEPTIONS OF SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SBDQ, SUBSCALE 2-ORGANIZING FOR INSTRUCTION

SBDQ Dimensions	Secondary Teachers		Vocational Teachers		Community College Teachers		
	X	SD	X	SD	X	SD	F
Directive	.86	1.05	1.10	1.28	1.14	1.24	7.04*
Collaborative	1.62	1.62	2.20	1.61	1.88	1.60	8.63*
Nondirective	2.48	1.63	1.70	1.73	1.24	1.28	80.85*
Overall							35.75*

Subscale 2 -Organizing For Instruction - Results of Scheffe Test

Directive	Community College > Secondary
Collaborative	Community College = Vocational > Secondary
Nondirective	Secondary > Vocational > Community College

TABLE 5

COMPARISON OF THE PERCEPTIONS OF SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SBDQ, SUBSCALE 3 - STAFFING

SBDQ Dimensions	Secondary Teachers		Vocational Teachers		Community College Teachers		
	X	SD	X	SD	X	SD	F
Directive	1.84	1.25	2.12	1.33	2.28	1.55	11.82*
Collaborative	1.15	1.37	1.51	1.23	1.15	1.40	5.41*
Nondirective	1.98	1.34	1.37	1.46	.83	1.00	105.02*
Overall							46.75*

Subscale 3 - Staffing - Results of Scheffe Test

Directive	Community College > Secondary
Collaborative	Vocational > Secondary = Community College
Nondirective	Secondary > Vocational > Community College

Table 6

COMPARISON OF THE PERCEPTIONS OF SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SBDQ, SUBSCALE 4 - PROVIDING MATERIALS AND FACILITIES

SBDQ Dimensions	Secondary Teachers		Vocational Teachers		Community College Teachers		
	X	SD	X	SD	X	SD	F
Directive	1.72	1.46	1.93	1.35	1.82	1.48	1.35
Collaborative	2.06	1.93	2.10	1.61	2.20	1.83	.78
Nondirective	2.18	1.84	1.97	1.92	1.09	1.31	56.85*
Overall							28.27*

Subscale 4 - Providing Materials and Facilities - Results of Scheffe

Directive	Not significant
Collaborative	Not significant
Nondirective	Secondary = Vocational > Community College

TABLE 7

COMPARISON OF THE PERCEPTIONS OF SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SBDQ, SUBSCALE 5 - FACULTY DEVELOPMENT

SBDQ Dimensions	Secondary Teachers		Vocational Teachers		Community College Teachers		
	X	SD	X	SD	X	SD	F
Directive	2.79	2.33	3.65	2.69	3.29	2.71	8.20*
Collaborative	3.85	3.36	3.78	2.60	3.87	3.29	.05
Nondirective	4.25	3.23	3.56	3.17	2.23	2.50	58.74*
Overall							30.17*

Subscale 5 - Faculty Development - Results of Scheffe Test

Directive	Vocational = Community College > Secondary
Collaborative	Not significant
Nondirective	Secondary > Vocational > Community College

TABLE 8

COMPARISON OF THE PERCEPTIONS OF SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SBDQ, SUBSCALE 6 - COORDINATION OF SPECIAL STUDENT SERVICES

SBDQ Dimensions	Secondary Teachers		Vocational Teachers		Community College Teachers		
	X	SD	X	SD	X	SD	F
Directive	2.12	2.10	1.75	1.47	1.74	1.75	5.28*
Collaborative	2.45	2.29	2.62	1.91	2.98	2.29	6.76*
Nondirective	2.35	2.26	2.62	2.35	1.25	1.65	49.94*
Overall							27.64*

Subscale 6 - Coordination of Special Student Services - Results of Scheffe Test

Directive	Secondary > Community College
Collaborative	Community College > Secondary
Nondirective	Vocational > Community College Secondary > Community College

TABLE 9

COMPARISON OF THE PERCEPTIONS OF SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SBDQ, SUBSCALE 7 - SCHOOL-COMMUNITY RELATIONS

SBDQ Dimensions	Secondary Teachers		Vocational Teachers		Community College Teachers		
	X	SD	X	SD	X	SD	F
Directive	2.52	1.95	1.98	1.67	2.19	1.89	6.34*
Collaborative	1.58	1.78	1.91	1.59	2.04	1.91	7.35*
Nondirective	1.83	1.85	2.11	2.15	.90	1.33	53.54*
Overall							29.93*

Subscale 7 - School-Community Realtions - Results of Scheffe Test

Directive	Secondary > Vocational = Community College
Collaborative	Community College > Secondary
Nondirective	Secondary = Vocational > Community College

TABLE 10

COMPARISON OF THE PERCEPTIONS OF SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SBDQ, SUBSCALE 8 - EVALUATION OF INSTRUCTION AND INSTRUCTORS

SBDQ Dimensions	Secondary Teachers		Vocational Teachers		Community College Teachers		
	X	SD	X	SD	X	SD	F
Directive	3.44	2.53	2.13	2.09	2.02	2.17	48.45*
Collaborative	3.01	2.82	4.19	2.66	3.49	2.76	11.62*
Nondirective	2.47	2.48	2.68	2.66	2.32	1.78	1.93
Overall							27.10*

Subscale 8 - Evaluation of Instruction and Instructors - Results of Scheffe Test

Directive	Secondary > Community College = Vocational
Collaborative	Vocational > Community College > Secondary
Nondirective	Not significant

TABLE 11

COMPARISON OF THE PERCEPTIONS OF SECONDARY, VOCATIONAL, AND COMMUNITY COLLEGE TEACHERS OF SUPERVISORY BEHAVIOR AS MEASURED BY THE SBDQ TOTAL SCORE, FORM 1

SBDQ Dimensions	Secondary Teachers		Vocational Teachers		Community College Teachers		
	X	SD	X	SD	X	SD	F
Directive	15.96	9.49	15.58	8.74	15.29	10.73	.53
Collaborative	17.87	13.18	20.64	10.05	19.96	13.87	4.07*
Nondirective	19.68	12.43	17.65	13.17	10.97	9.29	75.79*
Overall							31.44*

* Significant at .05 level

SBDQ Total Score - Results of Scheffe Test

Directive	Not significant
Collaborative	Vocational > Secondary
Nondirective	Vocational = Secondary > Community College

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